

AN ANALYSIS ON THE STUDENTS' SPEAKING PERFORMANCE IN GIVING PRESENTATION

Fajar Aminullah, Rahayu Apriliawati, Zainal Arifin

English Education Study Program, FKIP Untan, Pontianak.

e-mail : *mr.fajar1991@gmail.com*

Abstract : this study is conducted to analyze the students' speaking performance in giving presentation. The technique used in this research is direct technique with direct observation of behavior. Tools of data collecting used are rubric, observation sheet and video recorder. The method applied is descriptive study. Based on the observation result, the data of content aspect showed that 16 students (64%) get ≤ 2 score, 7 students (28%) get score between 2.1 – 2.5, and only 2 students (8%) get score ≥ 2.6 . Then from the result, the data of delivery aspect showed that 11 students (44%) get score between 2.1 – 2.5, 10 students (40%) get score ≤ 2 , and 4 students (8%) get score ≥ 2.6 . Based on those result, it can be concluded that the third semester students of English Education Study Program of FKIP Untan Pontianak in academic year 2014/ 2015 especially the students who were in Class B of Speaking for Academic Presentation have moderate abilities of speaking performance in giving presentation.

Keywords : Speaking Performance, Presentation

Abstrak : Penelitian ini dilakukan untuk menganalisis kemampuan siswa dalam memberikan presentasi. Teknik yang digunakan dalam penelitian ini adalah teknik langsung dengan pengamatan perilaku langsung. Alat pengumpulan data yang digunakan adalah rubric, lembar observasi dan perekam video. Metode yang digunakan adalah penelitian deskriptif. Berdasarkan hasil pengamatan, dapat disimpulkan bahwa hasil penilaian berdasarkan muatan presentasi yaitu 16 siswa (64%) mendapatkan skor ≤ 2 , 7 siswa (28%) mendapat skor antara 2.1 – 2.5, dan hanya 2 siswa (8%) mendapatkan skor ≥ 2.6 . kemudian hasil penilaian berdasarkan penyampaian yaitu 11 siswa (44%) mendapat skor diantara 2.1 – 2.5, 10 siswa (40%) mendapat skor ≤ 2 , dan 4 siswa mendapat skor (8%) mendapat skor ≥ 2.6 . Berdasarkan hasil tersebut, dapat disimpulkan bahwa mahasiswa semester III Pendidikan Bahasa Inggris FKIP Untan Program Studi Pontianak pada tahun akademik 2014/ 2015 terutama siswa yang berada di kelas B Berbicara dalam Presentasi Akademik memiliki kemampuan moderat.

Kata Kunci : Kemampuan Berbicara, Presentasi

In the widespread of English usage in the world today, English is a major language of international business. It is used not only for communication

between native speakers of English but also between non-native speakers. English is also an official language of many international countries. Therefore, spoken English is really important to be learnt as a mean of communication.

Communication is a vital key in this new century. It is the requirement to keep abreast with the fast pace of the times. As Patricia H. Hamm (2005) said in her book for teaching and learning in Brown University, that the purpose of communication is to transmit a message about our experiences or perceptions and to express our point of view about those experiences and perceptions.

In the field of education, especially in English Education Study Program of Tanjungpura University, public speaking is conducted through classroom presentation. In the classroom presentation, students are required to be able to develop their idea and try to transfer the idea in front of the class. Kartimi (2005) suggests that presentation is the ability in using oral language to explore idea, intention, thought, and feeling to the other people as a way to make the hearer understand the message clearly.

Presentation becomes one of the ways in applying students' speaking performance in the classroom. Naturally, it is as a tool for the lecturer in order to help the students to get involved actively in the learning process. There are two aspects to be considered in presentation performance, they are the content of what the presenter says and also the delivery or how the presenter deliver the content. But then, According to Alton Barbour (1976), author of "*Louder Than Words: Nonverbal Communication*," the total impact of a message breaks down like this: 7% **WHAT** you say (words), 38% **HOW** you say it (volume, pitch, tone, rhythm, etc), 55% Your **BODY** language (facial expressions, gestures, posture, etc). Some other research conclusions may vary a bit, but the consensus is clear that the delivery of the message is hugely important in communication.

Jane king (2002) said on her Journal of Humanistic Studies in Dong Hwa, "Presentation is an effective communication activity that has been widely adopted by English Foreign Language conversation teachers to promote oral proficiency". In addition, Communication is generally defined as having both a verbal and nonverbal component. Whereas verbal communication often refers to the words which are used by human in communication, nonverbal communication refers to communication that is produced by some other ways than words (eye contact, body language, or vocal cues, for example) (Knapp & Hall, 2002). Both aspects are necessary used by people in delivering presentations.

While delivering the idea through presentation, there are some abilities that need to be acquired by the presenter concerning to fullfil the goal of doing the presentation itself. They are the use of physical behaviors that support verbal messages and voice management. The physical behaviors are eye contact, facial expressions, gestures and movement, and appearance or personality. Whereas, the voice management are rate, pitch, and volume. All those abilities should be collaboratively applied by the presenter while they are trying to transfer their marvelous idea to the audience.

In English Study Program of Tanjungpura University, there is a subject named Speaking for academic presentation for 3rd semester student. The purpose of this subject is to build the students' knowledge, competence and confidence for delivering formal class presentations. The material in this subject covers theory as well practice on how to deliver a standard academic presentation. So it is clear that the students who are taking Speaking for Academic Presentation subject have known the theory how to manage both the content and the delivery while giving the presentation.

Despite taking speaking for academic presentation subject, many students neglect the importance of giving presentation. Based on the researcher's experience, many students conduct a presentation just for the formality of doing the task given by the lecture. That affects the way of the students delivering the presentation. For example, some students use the projector to display the material but it makes them too focus on staring at the display, and then some students talk but they seem like mumbling, and the worst there are students write their explanation and then read the script without any different intonation along the explanation. As the result, they are not really deliver the material, the audience can not get the information clearly, and it is getting worse when the audience just ignore the presentation because they feel bored along the presentation. Seeing those phenomenon, the researcher believes that the ability of managing the content and the delivery is crucial while giving presentation.

However, those abilities for delivering presentation mentioned above are the ideal abilities performance resulted from the presentation. There is the possibility that the students have the different level of abilities while giving presentation. Seeing to know how is the level of students' performance while delivering presentation can be a great help for those 3rd semester students in English Study Program, Teacher Training and Education Faculty. It is important to encourage the optimality in developing speaking performance through class presentation.

Considering to the above phenomenon, this study is conducted to analyze *the students' speaking performance in giving presentation*. The sample of this research is the third semester students of Speaking for Academic Presentation class B in English Study Program, Teacher Training and Education Faculty.

In the field of language learning, academic presentation have been considered a learner-centered activity that helps students to build up their own knowledge. Students often have their own ideas about a topic that they have developed or acquired from other sources. On the other side, the teacher or lecturer involves in providing the relevant ideas which already available to the learners to help them construct new knowledge. This principle leads to a learning theory known as constructivism.

Constructivism (Li, 2005) holds that learning is an active process in which learners construct their own knowledge and understanding. They do not simply mirror and reflect what they are taught or what they read. Learners look for meaning and will try to find regularity and order in the events of the world,

even in the absence of full or complete information. According to this definition, the students are supposed to be the center of the teaching. The students should construct their own knowledge by using the multi-media and internet.

Constructivism is about constructing personal language, where every students are supposed to bring unique conceptual and cognitive resources into the lesson. Therefore, it could be from many different interest and motivation. Taber (2011) stated that, at some level, constructivism implies that the individual has to create knowledge themselves, and clearly the feeling of discovering a pattern oneself rather than just being told.

Presentation is one of the ways in applying students' speaking performance in the classroom. As Jane King (2002) said before that a presentation is an effective communication activity in classroom situation. Especially for ESL/ EFL students, presentation is very important to enhance their proficiency in communicating with others by using English.

Generally there are two aspects to be considered in a presentation performance, they are the content of what the presenter says and also the delivery or how the presenter deliver the content. Both of the aspects represent the students oral communication skills. Nowadays many institution has developed the rubric for assessing oral communication skills. Kurt Ewen, a LET Co-chair of Valencia Community College, has developed a rubric for the assessment of oral communication suited to both content and delivery aspects.

METHOD

To conduct the research, the research methods must be used by the researcher as the tools to gather data. According to Dawson (2002, p. 37), "research methods are the tools that are used to gather data". Then, in choosing the appropriate method, the writer should consider five aspects as she said which was "you should think about your personality, strengths and weakness, likes and dislikes when choosing research methods" (Dawson, 2002, p. 38).

Considering to the purpose in this research which is to describe students' speaking performance in giving presentation, the method that will be applied is 'descriptive study'. Descriptive study is conducted to obtain information concerning current status of phenomena. Ary, et al (2009) say that descriptive studies are designed to obtain information concerning status of phenomena; the aim is to describe what exist with respect to variables or condition in a situation that in this case is students' speaking performance in giving presentation.

Population is the research subject in which the research data can be acquired and to which a conclusion refer to. Goddard & Melville (2001: 34) also explains that "A population is any group that is the subject of research interest." The population of this research is the third semester students of English Education Study Program of Tanjungpura University in Academic Year of 2014/2015.

Sample is a part of population, which represents the whole population of data sources. In fact, the sample is a data source which is actually analyzed in the research. In this research, the writer uses cluster sampling to decide the

sample. The writer used cluster sampling because it is more practical to select the students of the wider population and it is widely used in small scale research. The samples in this research were 25 students of third semester who are taking Speaking on Academic Presentation subject in Class B.

The technique used in this research is direct technique with direct observation of behavior. This technique involves gathering of information by observing directly and examining the video recording. The technique of data collecting in this research is thoroughly observing the presentation, filling the observation sheet and examining the video recorder to help in making some notes of data analyzing.

Tools of data collecting used in this research is rubric, observation sheet and video recorder. The observation sheet is used to get the data of the students' performance. For this research, the researcher has recorded the students' performance by using video camera to help him in assessing the performance.

Scoring the student's performance based on the rubric which adopted from kewen@valenciac.edu (2006). This rubric was developed for ESL/EFL students.

Table 1
Rubric for the Assessment of Content

No	Aspect analysis	Poor (1 point)	Fair (2 points)	Good (3 points)	Excellent (4 points)
1.	Introduction	No attention getting strategy was evident. No clear or relevant connection to topic or speech purpose. No credibility was establish.	Use of attention getting strategy, but did not seem to adequately capture audience attention and/ or lead to desired outcome. Credibility was implied.	Effective strategy to capture listeners' attention. Adequate introduction of the topic. Credibility was established by the speaker.	Creative attention getting strategy captures listeners' attention to introduce the topic. It is relevant to the topic and clearly gains the desired response from the audience. Credibility was established by speaker.
2.	Thesis Statement	No thesis statement. Main points are not clearly identified, audience unsure of direction of the message.	Thesis is implied, although not explicitly stated. Topic is clearly identified, but main points are not clearly	Thesis statement identifies topic and lists/previews main points.	Speaker clearly stated a well formulated thesis statement during the speech introduction. Thesis statement identifies topic and lists/ previews

		previewed.		main points.	
3.	Connection to Audience	Topic seems irrelevant to audience needs and interests. No attempt made to connect topic to audience.	Topic seems somewhat relevant to audience. Vague reference to audience needs and or interests. Identifies target audience.	Clearly stated the relevance of topic to audience needs and interests. Expresses an understanding of their target audience.	Connection of topic to audience needs and interests is stated with sophistication. Identifies and expresses a deep understanding of their target audience.
4.	Subject Knowledge	Provides irrelevant or no support. Explanation of concepts is inaccurate or incomplete.	Provides some support for main points, but needed to elaborate further with explanations, examples, descriptions, etc. Support is relevant, but not timely.	Main points adequately substantiated with timely, relevant and sufficient support. Accurate explanation of key concepts.	Depth of content reflects thorough understanding of topic. Main points well supported with timely, relevant and sufficient support. Provided precise explanation of key concepts.
5.	Organization	Lack of structure, ideas are not coherent, no transitions, difficult to identify introduction, body, and conclusion	General structure seems adequate, difference between main points and supporting details is blurred, logical flow, but no clear signposts for transitions.	Clear organizational pattern, main points are distinct from supporting details. Smooth transitions differentiate key points.	Effective organization well suited to purpose. Main points are clearly distinct from supporting details. Graceful transitions create coherent progress toward conclusion.

Table 2
Rubric for the Assessment of Delivery

No	Aspect analysis	Poor (1 point)	Fair (2 points)	Good (3 points)	Excellent (4 points)
1.	Eye contact	Read notes/ manuscript. Avoid eye contact with the other	Only occasionally, sporadic glance at the other	Eye contact establishes rapport with the other. Scanning the other to establish a zone of interaction.	Consistently uses eye contact to maintain rapport with Other. Effective use of scanning to expand zone of interaction.
2.	Gesture and Movement	Body language is not supportive of the message, may contradict it. Gestures, facial expressions, and posture are stiff or distracting.	Body language is a minimal support of the verbal message. Gestures, facial expressions, and posture reflect speaker discomfort that occasionally interferes with the message.	Body language is an adequate support of the message. Movement and gestures clarify key points. Facial expressions and posture seem comfortable.	Gestures, facial expressions, and posture reinforce and enhance the verbal message. Body language is expressive, dynamic, natural and comfortable.
3.	Voice	Fails to maintain audience interest and support the verbal message due to excessive monotone, inappropriate rate and volume. Pitch may be strained or flat.	Inconsistent use of voice to support message. Monotone passages interfere with audience interest. Rate may be too fast or slow; volume too high or low. Pitch is strained at times, too artificial or too nervous.	Tone fits verbal message, changing for emphasis at appropriate moments. Rate and volume allow audience to follow message. Pitch seems natural to speaker.	Tone is authentic and appropriate to topic. Rate, pitch and volume vary at key points to support the verbal message and keep audience interest. Voice is natural to the speaker and topic, talking with rather than at audience.
4.	Fluency	Incoherent presentation due	Pronunciation is mostly correct	Careful pronunciation	Coherence of presentation

to many factors that undermine fluency including poor pronunciation. Long pauses interrupt flow of speech. Excessive use of vocalized fillers distracts audience.	yet enunciation and articulation are still tentative. Speaker recovers from awkward pauses and proceeds. Vocalized fillers are noticeable but not excessive.	supports coherence of presentation. Enunciation and articulation of words are mostly clear. Pauses were momentary and did not interrupt fluency of speech. Vocalized fillers are minimal and do not distract the audience.	strongly supported by correct pronunciation, confident enunciation and articulation. Pauses are purposeful and enhance fluency of speech. Virtually no vocalized fillers are noticeable.
---	--	--	--

(Adopted from kewen@valenclacc.edu, 2006)

Calculating the score for each student based on the average analysis

Table 3
The Average Analysis

Qualification	Description	Range Score
High	Always or almost always used	$2.6 - 3.0 \geq$
Moderate	Usually used	$2.1 - 2.5$
Low	Sometimes used	$\leq 1.5 - 2.0$

Adopted from Naimie, Zahra and Akram Naimie (2007, p. 6)

FINDINGS AND DISCUSSION

Findings

This research was conducted on 19th January, 2015 and the researcher has done direct observation on the class and indirect observation through video recording. From the observation analysis, the researcher has found that the students' speaking performance in giving presentation is moderate category. And to answer the spesific problem, the researcher has found that the students' ability in managing the content of the presentation is in low category, whereas the students' delivery is in moderate category.

Table 4
Students' Speaking Performance Classification

No.	Classification	Number of Students
1	High	2
2	Moderate	17
3	Low	6

According to the data on appendix 2, proved that there were 2 students with high frequency, 17 students with moderate frequency, and 6 students with low frequency of speaking performance's total aspect used. In percentage, high frequency of effective presentation's aspect used was 8%, moderate frequency was 68%, and low frequency was 24%.

Then the researcher tried to figure out the percentage of students' content aspect classification. From the calculation based on appendix 3, there were 2 students with high frequency, 7 students with moderate frequency, and 16 students with low frequency of content aspect used. In percentage, high frequency of effective presentation's aspect used was 8%, moderate frequency was 28%, and low frequency was 64%.

Table 5

Students' Classification of Content Mean Score		
No.	Classification	Number of Students
1	High	2
2	Moderate	7
3	Low	16

The last, the researcher tried to figure out the percentage of students' delivery aspect classification. From the calculation based on the table in appendix 4, there were 4 students with high frequency, 11 students with moderate frequency, and 10 students with low frequency of delivery aspect used. In percentage, high frequency of effective presentation's aspect used was 16%, moderate frequency was 44%, and low frequency was 40%.

Table 6

Students' Classification of Delivery Mean Score		
No.	Classification	Number of Students
1	High	4
2	Moderate	11
3	Low	10

Based on the problem formulation stated in Chapter 1, this research intended to investigate the student's speaking performance by using effective content and delivery of presentation has finally found the result of the analysis. Based on the analysis on the result, it was indicated that using *Eye Contact* was the most dominant with the mean score 2,64 and can be qualified to High frequency. *Subject Knowledge* ranked the second with a mean score 2,52. This second rank were also in High frequency. The aspect of delivery with the mean score 2,28 was *Fluency* which is in third place and moderate frequency was its classification. The fourth and fifth ranked was taken by *Organization* and *Thesis Statement* with a mean score 2,24. The fourth and the fifth rank can be qualified to Moderate. The Sixth and seventh was *Voice* with a mean score 2,2 and *Connection to Audience* with a mean score 2,16. The sixth and seventh rank can be qualified to moderate. The aspect of *Gesture and Movement* was the eighth rank with a mean score 2 and can be qualified to low. The last,

Introduction was at the ninth rank with a mean score 1,16 and can be qualified to low.

Discussion

Based on the result of data analysis, it had shown that the third semester students were in moderate frequency of using effective presentation's aspect in speaking performance. There were only 2 students with high frequency (8%), 17 students with moderate frequency (68%) and 6 students were in low frequency (24%). Statistically viewed, the students' presentation skill in speaking performance can be qualified to moderate dominantly. It was indicated that they are fairly good to manage the content and the delivery of the presentation.

This finding showed that the students who performed the presentation have strengthened and weaknesses compared to effective presentation's aspect. It can be seen on the table above; the students have more capability in eye contact and subject knowledge. It has been proven with the classification that they got from both aspect, they were qualified to high frequency which was mean that the students almost or even always succeed to apply those aspects.

Basically, it was fairly result for them, because they get used to talk and meet their classmate. So, it is natural for them to make eye contact with others. Therefore, even though the students could not reach excellent point or got the highest score but they could use their eye contact to establish rapport with the other. As the Learning Express team (2010) explained that making good eye contact provides you with one of the most powerful methods of connecting with your audience. This eye contact skill helped the students to recognize the reaction of their audience. It was a good information for the speaker on what part of their talking are effective and what part are less so.

It was similar with the subject knowledge which got high frequency; mostly the students have the technology. They already have wide access to the sources. Moreover, in the presentation they are asked to choose their own interest topic. It would be easier for them to collect the data about their own interest with the ease of technology nowadays. But it can not be denied that some of them had the data but they did not explain it adequately.

Both of the elements were rather different from 7 others elements; fluency, Organization, Thesis Statement, voice, connection to audience, gesture and movement and introduction. The first 5 mentioned were classified into moderate frequency. And even, gesture and movement along with introduction were classified into low frequency. This phenomenon showed the abilities of the students were not good enough on those aspects. Based on table 4.2, the frequencies in displayed the introduction was rarely found and the students did not really focus on it. They did not concern to use any strategy to get audience attention before they started talk too deep about the topic.

It could be happened because of the less awareness of those aspects. In speaking performance, the students must not only concern about the eye contact and the knowledge but also the way to attract the audience attention, the supportive gesture, the way to connect the topic with the audience, controlling the voice to not become a boring speaker, organizing the structure

of the content, stating the thesis statement, and good pronunciation with minimum vocalized fillers. The presentation should be a good way for the student to develop all of those skills.

The researcher ranked the ninth aspects of effective presentation which is used by the students in giving the presentation. The aspects which contain eye contact, subject knowledge, fluency, organization, thesis statement, voice, connection to audience, gesture and movement, and introduction will be explained serially. The first rank of effective presentation aspect used was the eye contact with mean score 2,64. The eye contact can be categorized in high frequency; it means that this aspect is almost always being used by the students. From this phenomenon, it shows that they have ability to get the connection to the audience and scanned the other to establish a zone of interaction. The eye contact establishes rapport with the other.

The second rank of effective presentation aspect used was the subject knowledge with mean score 2,52 and were in high frequency. Subject knowledge covers the depth of the content, relevant support, and clear explanation. The depth of the content reflects through the understanding of topic. The main points provided with timely, relevant and sufficient support. The explanation of the key points are clear and accurate provided with examples, description, etc. It can be some fact or example from several resources.

The third rank of effective presentation aspect used was the fluency with mean score 2,28 and were in moderate frequency. This finding showed that the students demonstrate fluency when they take part in meaning-focused activity and do it with speed and ease without holding up the flow of talk. These include speech rate, number of filled pauses such as um, ah, er and number of unfilled pauses. But some of the students were incorrect with the pronunciation and the articulation. This finding viewed, there were 1 student with Excellent score, 6 students with Good score, 17 students with Fair, and 1 student with Poor score.

The fourth rank of effective presentation aspect used was the organization with mean score 2,24 and were in moderate frequency. This finding showed that the students can manage the structure of the presentation and covers introduction, body, and conclusion. They also can use the transition signal to point out the link between the parts. But some of the students did not clearly use the transition signal. This finding viewed, there were 1 student with Excellent score, 7 students with Good score, 14 students with Fair, and 3 student with Poor score.

The fifth rank of effective presentation aspect used was the thesis statement with mean score 2,24 and were in moderate frequency. This finding showed that the students can tell the thesis statement clearly in the beginning of the presentation. This thesis statement is important to signalling the goal of the presentation. But some of the students still did not provide the preview of the main points to make the audience knowing the direction of the presentation and get excited with the further talks. This finding viewed, there were 1

student with excellent score, 4 students with good score, 20 students with fair score, and no student get poor score.

The sixth rank of effective presentation aspect used was voice with mean score 2,2 and were in moderate frequency. This finding showed that the students can manage the use of rate, tone and volume. They also can use the voice naturally. But some of the students did not maintain the pitch and rate when they were talking about the topic. This finding viewed, there were 1 student with Excellent score, 5 students with Good score, 17 students with Fair, and 2 student with Poor score.

The seventh rank of effective presentation aspect used was connection to audience with mean score 2,16 and were in moderate frequency. This finding showed that the students can connect the topic to the audience. They also try to make it relevant with the audience. But some of the students made no attempt to connect topic with the audience. This finding viewed, there were 1 student with Excellent score, 5 students with Good score, 16 students with Fair, and 3 student with Poor score.

The eighth rank of effective presentation aspect used was gesture and movement with mean score 2 and were in low frequency. This finding showed that most of the students did not use body language to support the messages. This finding viewed, there were no student with Excellent score, 5 students with Good score, 15 students with Fair, and 5 student with Poor score. Gestures should be purposeful and spontaneous, springing naturally from the message itself. Most of the students only used the body language minimally to support the delivery. Some of them was distracted with holding the note. The key point of gestures and movement is too much movement is distracting; no movement at all is boring and uncommunicative. However, Learning Express (2010) clearly stated that physical motion is an important asset in holding the audience's attention. People naturally look at things that are moving, while we tend to lose interest quickly in stationary objects.

The ninth rank of effective presentation aspect used was introduction with mean score 1,16 and were in low frequency. This finding showed that most of the students did not use any attention getting strategy. This finding viewed, there were no student with Excellent score, 1 students with Good score, 2 students with Fair, and 22 student with Poor score.

CONCLUSIONS AND SUGGESTIONS

Conclusions

The researcher has done all the processes of the research. The conclusion of this research is whether the students have low, moderate, or high abilities in using effective content and delivery aspect while giving presentation. In reference to the research finding, it can be concluded that the third semester students of English Education Study Program FKIP Untan Pontianak in academic year 2014/2015 especially the students who were in Class B of Speaking for Academic Presentation have moderate abilities of speaking performance in giving presentation. Based on the observation result, it can be concluded that the students have low abilities to manage the content of their

presentation because from the data showed that 16 students (64%) get ≤ 2 score, 7 students (28%) get score between 2.1 – 2.5, and only 2 students (8%) get score $\geq 2.6 - 3.0$. Then from the result, it can be concluded that the students have moderate abilities in delivering presentation because from the data showed that 11 students (44%) get score between 2.1 – 2.5, 10 students (40%) get score ≤ 2 , and 4 students (8%) get score $\geq 2.6 - 3.0$.

Suggestions

The finding of this research revealed that there is result of the content and delivery aspects used by the students. This conclusion have some implications, they are: (1) Suggested to explore their presentations skill by using all of the aspects frequently. Especially for those who are lack of certain aspect to get more practice to use those aspect at the next presentation; (2) Regarding the awareness of the content and delivery aspects, it is suggested for the students to improve their awareness to make better presentation skill. The strategies of improving their the content and delivery aspects can be seen on discussion part in this research; (3) Considering the importance of the content and delivery aspects in developing presentation skill in front of audience. However, in the application, good teachers seem to know instinctively how to use performance skills in the classroom to gain and hold students' interest.

REFERENCES

- Ary, D., Jacobs, L., Razavieh, A., & Sorensen, C. (2010). *Introduction to Research in Education*. Boston: Cengage Learning.
- Barrass, Robert. (2006). *Speaking for Yourself: a guide for students*. New York: Routledge Taylor and Francis Group.
- Booher, Dianna. (2003). *Speak with Confidence: powerful presentations that inform, inspire, and persuade*. New York: McGraw-Hill.
- Dawson, C. (2002). *Practical Research Method: A user-friendly guide to mastering research*. Oxford: How To Books Ltd.
- De Jong, Nivja. H. (2013). Linguistic Skills and Speaking Fluency in a Second Language. *Applied Psycholinguistics* 34, pp. 893-916.
- German, K. M. (2004). *Principles of Public Speaking*. Indianapolis: Pearson.
- Goddard, Wayne & Melville, Stuart. (2001). *An Introduction to Research Methodology 2nd Edition*. Landsdowne : Juta & Co. Ltd.
- Kartimi, T. (2005). *Keterampilan Berbicara Kumpulan Bahan Perkuliahan*. Bandung: IKIP.
- King, jane. (2002). *Preparing EFL Learners for Oral Presentations*. Dong Hwa Journal of Humanistic Studies No. 4, pp. 401-418.
- Knapp, M. L., & Hall, J. A. (2002). *Nonverbal Communication in Human Interaction*. Crawfordsville: Thomson Learning.

- Learning Express. (2010). *Public Speaking Success in 20 minutes a day*. New York: Learning Express, LLC
- Li, D. (2005). *Constructivism teaching theory*. Beijing: Education & Science Press.
- Mandel, S. (2006). *Effective Presentation Skills: A Practical Guide to Better Speaking 3rd edition*. Boston: Thomson.
- Naimie, Z and Akram N. 2007. *Field Dependent Students Language Learning Strategies Preference*. Retrieved November 13, 2014 from http://eprints.um.edu.my/888/1/FP053__ZahraN_Akram_N_Field_Dependent_Students_Language_Learning_Strategies_Preference.pdf
- Srinagesh, K. (2005). *Principles of experimental research*. Oxford : Butterworth-Heinemann
- Taber, Keith. S. (2011). *Constructivism as Educational Theory: Contingency in Learning, and Optimally Guided Instruction* in: "Educational Theory".pp. 39-61. Nova Science Publisher Inc.